DOCUMENT RESUME

ED 059 433 AC 012 294

TITLE	ILA: Individualized Learning for Adults. Manual.
INSTITUTION	Research for Better Schools, Inc., Philadelphia, Pa.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	72
GRANT	OEG-0-71-4412(324)
NOTE	32p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Adult Basic Education; *Adult Education; Communication Skills; *Curriculum Design; Decision Making; Educational Programs; *Individualized Instruction; Learning Activities; Learning Experience; *Manuals; Mathematics; *Objectives; Skill Development; Student Participation; Task Performance; Test Results
IDENTIFIERS	ILA; *Individualized Learning for Adults

ABSTRACT

Individualized Learning for Adults (ILA), a program designed to meet the needs of adults enrolled in Adult Basic Education (ABE) classes, is presented. The curriculum of the ILA program consists of two carefully constructed continuums sequenced along two dimensions: area and level. There are 257 performance objectives, or skills, in the Mathematics continuum and 188 performance objectives, or skills, in Communications Skills. Each continuum is divided into the following areas: (1) Mathematics: Numeration and place value, addition and subtraction, multiplication and division, geometry and measurement, applications; and (2) Communication Skills: Phonic Analysis/Handwriting, Structural Analysis, Vocabulary Development, Literal Comprehension, Interpretive Comprehension, Evaluative Comprehension, Library Skills, Reference Skills. On entering ILA, each student takes an Entrance Test (or tests). Within each test are items designed to make a gross evaluation of the students' achievement in each unit of the continuum. Instructional decisions pertinent to a student's learning program are always made with the student. (CK)

ED 059433

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ILA

INDIVIDUALIZED LEARNING FOR ADULTS

MANUAL

DEVELOPMENTAL EDITION 1971 - 1972

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1700 MARKET STREET, PHILADELPHIA, PENNSYLVANIA, 19103

WRITTEN AND DEVELOPED UNDER A CONTRACT WITH
UNITED STATES OFFICE OF EDUCATION
UNDER GRANT NO. O.E.6-0-71-4412 (324)
ADULT EDUCATION ACT, SECTION 309 (b)

Published by RESEARCH FOR BETTER SCHOOLS, INC., a private non-profit corporation supported in part as a regional educational laboratory by funds from the United States Office of Education, Department of Health, Education, and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

FUNDED BY TITLE IV ESEA OF 1965 IN COOPERATION WITH THE USOE, UNDER RESEARCH CONTRACT No. O.E.C. 1-7-062867-3063 – A REGIONAL RESEARCH LABORATORY FOR NEW JERSEY, DELAWARE AND EASTERN PENNSYLVANIA.

AC012294

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Adults enrolled in ABE classes differ widely in regard to age, experiential background, family responsibilities, level of health, previous formal education, motivation, native language etc. I'm sure that you have already thought of other areas of difference. However, despite the array of differences, many adult basic education students hold one attitude in common - they have experienced failure so often that they tend to expect it. Learning experiences selected for such students must allow for their many differences and, at the same time, present each learner with tasks that he perceives as possible of completion.

Individualized Learning for Adults (ILA) has been designed to respond to the needs outlined above.

Organization of ILA

The curriculum of the ILA program consists of two carefully constructed continuums sequenced along two dimensions: area and level. There are 257 performance objectives, or skills, in the Mathematics continuum and 188 performance objectives, or skills, in Communications Skills. A performance objective is a statement that specifies the behavior that a student must exhibit under certain conditions in order to demonstrate mastery. Each continuum is divided into the following Areas:

MATHEMATICS	COMMUNICATION SKILLS
I. Numeration and Place Value	I. Phonic Analysis/Handwriting
II. Addition and Subtraction	II. Structural Analysis

III. Multiplication and Division

IV. Geometry and Measurement

V. Applications

III. Vocabulary Development

IV. Literal Comprehension

V. Interpretive Comprehension

VI. Evaluative Comprehension

VII. Library Skills

IX. Reference Skills

Each area is divided into levels of difficulty which are designated by upper case letters of the alphabet. Level A being the easiest with each succeeding level more diffcult.

Both area and level serve to identify material: B-Numeration, F-Vocabulary Development etc. This combination of specific level and area is known as a Unit.

Within each Unit skills or performance objectives are arranged in order of difficulty and designated by arabic numerals that indicate the order in which they are to be mastered.

The chart below (a portion of the chart on page __) might help you to visualize the organization decribed above.

COMMUNICATION SKILLS

AREAS	LEVEL A	B	C	D	E
Phonic Analysis	4	4	4	6	
Structural Analysis					3

The numeral at the intersection of Area and Level is the number of skills in that unit: i.e., There are 4 skills in A-Phonic Analysis so you will expect to find 4 instructional booklets for student use. There are 3 skills in E-Structural Analysis so you know that there are 3 instruction booklets in that unit etc.

Diagnostic Instruments in ILA

Entrance Test

On entering ILA each student takes an Entrance Test (or tests). In Communication Skills there are 8 such tests designated by levels. In Mathematics there are 5 Entrance Tests designated by areas.

ILA ENTRANCE TESTS			
Mathematics		Communication Skills	
Area	No.of Booklets	Level	No.of Booklets
Numeration - Place Value	1	A - D(incl.)	1
		E	1
Addition - Subtraction	1	F	1
		G	1
Multiplication Division	1	H	1
		I	1
Geometry & Measurement	1	J	1
		K	1
Applications	1		
Totals	5	Totals	8

ILA - COMMUNICATIONS SKILLS

ENTRANCE PROFILE

Student's Name _____ Date of Testing _____ Center _____

AREA	A	B	C	D	E	F	G	H	I	J	K	Placed at Level
PHONIC ANALYSIS												
STRUCTURAL ANALYSIS												
VOCABULARY DEVELOPMENT												
LITERAL COMPREHENSION												
INTERPRETIVE COMPREHENSION												
EVALUATIVE COMPREHENSION												
LIBRARY SKILLS												
ORGANIZATIONAL SKILLS												
REFERENCE SKILLS												

ILA MATHEMATICS ENTRANCE PROFILE

Student's Name _____ Date of Testing _____ Center _____

AREA	A	B	C	D	E	F	G	H	Placed at Level
NUMERATION PLACE VALUE									
ADDITION SUBTRACTION									
MULTIPLICATION DIVISION									
GEOMETRY MEASUREMENT									
APPLICATIONS									

Within each test are items designed to make a gross evaluation of the students achievement in each unit of the continuum. When a student scores between 20% and 80% (21% - 79% inclusive) on a unit of the Entrance test he is "placed" - he requires no more testing in that unit. When a score of 80% or higher is attained the student takes the test for the next higher unit. A score of 0% to 20% inclusive indicates that the student should take the test for the next lower unit.

Entrance test scores and placement levels are entered on the Entrance Profiles. Communications Skills Entrance Profile is on page 4 and Mathematics Entrance Profile on page 5. When the Entrance Profile is complete (i.e., student has placed in one level of each area) a prescription is prepared for the student.

The easiest unit in which he placed is the unit in which the student will begin his work in ILA. Areas of the continuum are arranged in a loose hierarchy from top to bottom and levels increase in difficulty from level A on, therefore the easiest unit in which the student placed will be the one that is farthest to the left and closest to the top of his Entrance Profile. This first prescription will tell the student to take a Pre-test in that unit.

Unit Pretest

There is a Pretest for every Unit and before beginning work in a Unit, the student is given a Unit Pretest for it. The Pretest consists of test items

for every skill in the Unit. If the student receives less than 85% on any skill in the Unit, he is given work on that skill. Conversely, the student does not have to work on those skills in which he has demonstrated competency, i.e. has obtained a score of 85%.

Skill Test

There are two Skill Tests in each skill booklet - Skill Test A and Skill Test B.

Once it has been determined that a student needs work in a specific skill of a Unit, work is prescribed for him. Work pages are contained in a skill booklet. There is one skill booklet for each skill in every Unit. In addition to the work pages each skill booklet contains two skill tests.

Skilltest A and Skilltest B. These tests are designed to check the students progress in learning that one particular skill. Whenever the teacher (or, in time, the student himself) feels that the student is ready, he is given a short test in that one skill. This is the Skill Test. If the student receives less than 85%, he continues to work on that skill. If, on the other hand, he scores 85% or more on the Skill Test, he procedes to the next skill.

Unit Post Test

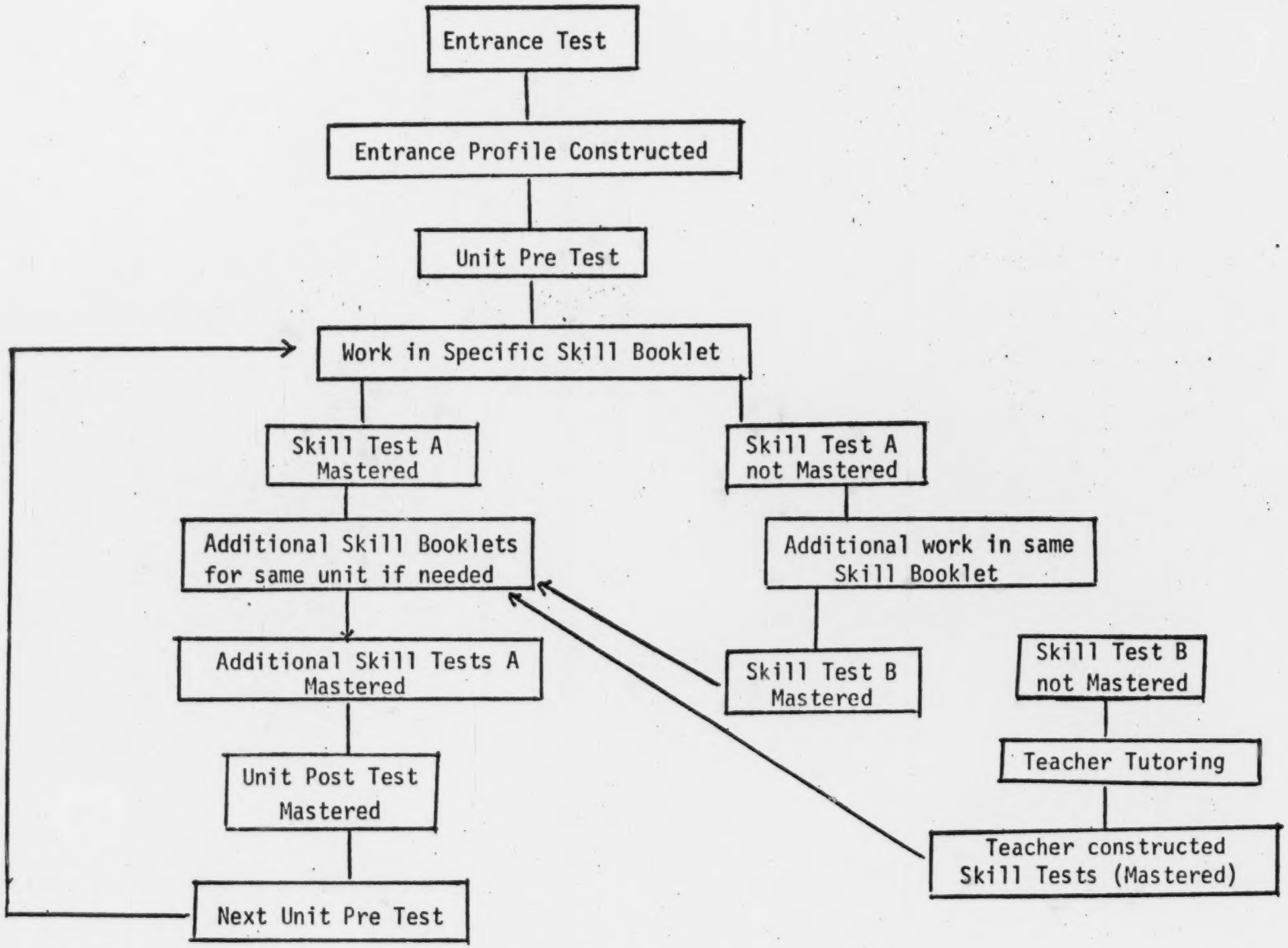
After a student has mastered all skills in a Unit, he is given the Unit Posttest. The Posttest, an alternate form of the Unit Pretest, also tests

items on every skill in the Unit. A score of 85% indicates mastery of a skill on the Unit Posttest; a score below 85% indicates additional work is needed. If he has scored 85% or more on every skill, the Unit is mastered, and he goes on to the next Unit needed (based on his Entrance Test profile).

Prescription Sheet

Instructional decisions, pertinent to a student's learning program are always made with the student. The prescription sheet records such decisions together with test results. A new prescription sheet is used for each unit. Examine the sample prescription sheet on Page 10. Notice the location of information on the page.

I L A


Entrance Test
Entrance Profile Constructed
Unit Pre Test
Work in Specific Skill Booklet
Skill Test A Mastered
Skill Test A not Mastered
Additional Skill Booklets for same unit if needed
Additional work in same Skill Booklet
Additional Skill Tests A Mastered
Skill Test B Mastered
Skill Test B not Mastered
Teacher Tutoring
Unit Post Test Mastered
Teacher constructed Skill Tests (Mastered)
Next Unit Pre Test

INDIVIDUALIZED LEARNING FOR ADULTS
PRESCRIPTION SHEET

STUDENT NAME

SUBJECT

UNIT

Page____ of ____ Pages

Hours Worked

SKILL TASKS								SKILL TESTS				HOURS Worked
								PART 1		PART 2		
DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	TOTAL POINTS	NO. CORR.	INST. TECH. CODE	INSTRUCTIONAL NOTES	NO OF POINTS	%	NO. OF POINTS	%	

CODE	INSTRUCTIONAL TECHNIQUES
01	Pre Planned Teacher Instruction
02	Peer Tutor
03	Small Group Instruction
04	Large Group Instruction
05	Other Texts
06	Independent Study
07	Film Strips
08	Tutor of Others
09	Manipulative Devices

PRE AND POST TEST SCORES									
Skill Number	Max. Points Per Skill	PRE SCORE	%	POST SCORE	%	POST SCORE	%	POST SCORE	%
DATES									

ILA Form 71/72

ILA MATHEMATICS

The mathematics continuum of skills is organized into five areas or strands and sequenced according to difficulty. Skill difficulty increases from left to right (levels) and from top to bottom (areas) in the following chart.

ILA Mathematics Skills 1971-72

Number of Skills in Each Unit

AREAS ↓ LEVELS →	A	B	C	D	E	F	G	H
Numeration - Place Value	12	10	6	10	9	8	4	4
Addition - Subtraction	3	9	8	14	16	8	5	2
Multiplication - Division	0	0	11	11	10	13	4	2
Geometry - Measurement	0	5	7	12	10	12	7	6
Applications	0	2	4	7	7	7	6	11

The areas of the continuum form a hierarchical sequence beginning with the development of number system concepts and the means of recording numbers. Next are the operations with numbers followed by an area on systems of measurement, including geometry. The last area of the hierarchy is that of applications.

The relative sophistication of adult students permits the early introduction of certain topics. Patterns in the structure of the number system are utilized whenever possible to "streamline" the learning process.

Verbal explanations are brief. Series of illustrative examples are used

whenever possible, to develop concepts and algorithms; the number of "hints" is decreased until eventually the student is given no pictorial clues at all.

I. Numeration and Place Value are combined to form the first strand of the Continuum. The two topics cannot be logically separated as the Hindu-Arabic decimal system of numeration is a place value system.

Work in writing number words is concentrated on those that would normally be used in writing checks. The distinction between cardinal and ordinal numbers is made. Fractions are introduced in this strand, because common fractions and decimal fractions are numerals or names for numbers. Comparisons are made (less than, equal to, greater than) using common fractions and/or decimal form.

Exponents and scientific notation are introduced as a way of writing very small or very large numbers. The base ten system of numeration is stressed with no work in other bases. (If an adult does need work in other bases at a later time, a thorough understanding of base ten numeration and exponents will facilitate the learning of these.)

Roman numerals are introduced as an example of another system of numeration. Work with odd and even, prime and composite numbers is kept to a minimum, sufficient to do work in finding common factors, common multiples, etc. Repeating decimals and irrational numbers are briefly taught.

The strand contains a brief introduction to negative numbers as the opposites

of positive numbers, Examples include the thermometer (temperatures above and below zero) and altitude (above and below sea level). Some understanding of negative integers is necessary before scientific notation is discussed. Rounding numbers to the nearest 10, 100, 1000, etc. is taught.

II. The operations of Addition and Subtraction are combined to form the second strand of the continuum. The commutative property for addition, the Additive Identity and the "one more" pattern are used to facilitate memorization of basic addition facts.

Subtraction is introduced as the inverse operation of addition. The associative property is used in learning the "teen" facts. The addition and subtraction problems are the type most often encountered by adults. The relation between addition and subtraction of decimal fractions and common fractions is stressed.

III. The operations of Multiplication and Division and the inverse relationship between the two operations constitute the third strand of the Continuum. Basic facts are abstracted from arrays. Emphasis is placed upon the commutative property and the multiplicative identity and property of zero in order to minimize the number of basic facts required.

Various notations for multiplication and division are used. The amount of practice with two, three, or more digit factors is kept to the minimum needed to insure understanding of the various algorithms. Multiplication and division of common and decimal fractions are covered in this strand; the practice problems are of the type normally encountered by an adult.

Substitution, order of operation and symbols of inclusion (such as parentheses) are introduced as these are needed in later work with formulas in the strands of Geometry and Measurement, and Applications.

IV. The fourth strand Geometry and Measurement deals with the recognition and measurement of the common geometric figures and with systems of measurement such as time, money, capacity, weight, and temperature. The Metric and English systems of measurement are compared, and the student is taught how to use conversion factors and tables.

The approximate nature of measurement, including rounding off and tolerance, is discussed. Practice is given in the use of formulas, and emphasis is placed upon the choice of appropriate units of measurement and measuring devices. Scale drawing and map reading are included in this strand.

V. The final strand, Applications, includes such topics as taxes (property and income), buying (credit and cash), banking (checking and savings accounts), budgeting, insurance, and commissions (earning and paying). Rate pairs, such as miles per hour, dollars per hour, words per minute, miles per gallon, etc. are studied. Some work is done in statistics, such as reading and constructing graphs relating to real life situations.

Included at the upper levels of all strands are specific topics designed to assist the student in preparing for the GED.

ILA COMMUNICATIONS SKILLS

The skills of the Reading Continuum are organized into areas and levels and then sequenced according to difficulty. The areas of the continuum form a rather loose hierarchy beginning with word recognition, moving through comprehension and on to the final cluster of the study skills.

Phonic Analysis - deals with the sounds of the English language as they relate to reading. Two aspects of this translation from printed symbol to sound are stressed: 1. the temporal quality of speech and its relationship to the spatial quality of graphic notation and, 2. the perception and recognition of phonemes and their alphabetic representation.

Structural Analysis - examines the structure of words. In this area of the curriculum the concept of syllable is refined, compound words and contractions are examined, root words identified, and the effect of affixes and inflectional endings analyzed. As soon as the student can perceive whole structural units, structural analysis becomes a rapid and effective method of word attack.

Vocabulary Development - is the base on which comprehension rests - here new words and their meanings are introduced and the meanings of familiar words deepened, extended, and amplified. Words are interpreted in context, defined in isolation, examined for historical interest, and practiced in a variety of situations.

The three areas that follow deal with comprehension at progressively more abstract levels. At each level, however, students find main ideas, identify details and cluster them appropriately, make comparisons, identify cause and effect, note sequence, and write summaries.

Literal Comprehension - is "the process of getting obvious and direct meanings from symbols as they appear on the printed page. The lowest rung on the ladder of possibilities insofar as stimulation of thinking is concerned."[1]

Interpretive Comprehension - encourages the reader to read between the lines. He "...combines several sentences, makes inferences, draw conclusions, arrives at generalizations, or perhaps experiences and emotional reaction."[2]

Evaluative Comprehension - is the highest level of mental activity in understanding meanings. "The student must read with an attitude of inquiry, a desire to seek the truth, and a will to search further, if necessary. He needs to evaluate, challenge, decide upon truthfulness, bias, authenticity. He must react personally in agreeing or disagreeing with the author as a result of personal judgment based upon experience, facts gleaned from various sources, or possibly as a result of clear cut reasoning."[3]

---

1. Smith, Nila Banton. Reading Instruction for Today's Children Prentice-Hall Inc., Englewood Cliffs, New Jersey 1963 p. 264

2. Ibid., p. 265

3. Ibid., p. 270

Study skills are grouped under three curriculum areas: Library Skills, Reference Skills, and Organizational Skills.

Library Skills - acquaints the student with sources of information. He learns to locate information by using a table of contents, an index, a glossary, and an assortment of reference books.

Reference Skills - helps the student to evaluate the sources of information in relation to his needs and to select appropriate sources.

Organizational Skills - helps the student to improve his skill in following directions, taking notes, classifying information, outlining, and summarizing.

HANDWRITING

Fourteen handwriting booklets are to be used with Levels B, C, and D of Communications Skills. Handwriting booklets supply models and provide space for the student to practice. Capital H in parentheses identifies the handwriting booklets.

Area and Skill number follow. These practice booklets are keyed to the Communications Skills instructional booklet and should be used after the student has demonstrated mastery of the skill, i.e., (H) B 1 should be used after the successful completion of B 1 etc.

The charts that follow give specific information on all materials in the 1971 revision of ILA Communications Skills.

I L A

COMMUNICATIONS SKILLS

Revised 1971

READING TEXTS Reading (Consumable)		
LEVEL	No. of Booklets	No. of Pages
A-D (Level 1)	1	4
E	1	7
F	1	8
G	1	8
H	1	8
Total (A-H)	5	35
I	1	13
J	1	22
K	1	14
Total (A-K)	8	84

READING AREA (Instructional Booklets)	A	B	C	D	E	F	G	H	I	J	K	TOTALS Skills	TOTALS Pages
Phonic Analysis	4	4	4	6								18	207
Structural Analysis					3	4	3	3	3	4	4	24	338
Vocabulary Development					3	2	2	2	2	2	2	15	202
Literal Comprehension					3	4	4	3	2	2	3	21	294
Interpretive Comprehension					4	3	5	4	4	4	3	27	382
Evaluative Comprehension					2	2	4	3	4	4	4	23	325
Library Skills					3	2	3	4	4	4		23	325
Organizational Skills						3	3	2	2	4	3	16	229
Reference Skill					5	4	3	2	4	3	2	23	285
	4-40	4-48	4-47	6-72	23-282	24-304	27-361	23-278	25-352	27-391	21-295	188	2470

* Skills 1 and 3 missing

HANDWRITING (H)

Instructional Booklets

1971 Edition

LEVELS	Skill Number	No. of Pages
(H)B	1	6
	2	6
	3	6
	4	6
(H)C	1	6
	2	6
	3	6
	4	6
(H)D	1	6
	2	6
	3	6
	4	6
	5	6
	6	6
Total	14	84

ILA - 1971 Revision

PRE and POST TESTS (Consumable)

(Number of Pages in each)

Area / Level	A		B		C		D		E		F		G		H		Totals A-H		I		J		K		Totals A-K	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Phonic Analysis	1	1	2	2	4	4	4	4									11	11							11	11
Structural Analysis									3	3	4	4	3	3	3	3	13	13	3	3	4	4	4	4	24	24
Vocabulary Development									3	3	2	2	2	2	2	2	9	9	3	3	3	3	1	1	16	16
Literal Comprehension									3	3	5	5	5	5	3	3	16	16	4	4	2	3	1	1	23	24
Interpretive Comprehension									3	3	3	3	5	5	4	4	15	15	5	5	6	7	3	3	29	30
Evaluative Comprehension									2	2	2	2	4	4	3	3	11	11	5	4	8	9	7	5	31	29
Library Skills									3	3	2	2	3	3	4	4	12	12	3	4	2	2			17	18
Organizational Skills											3	3	3	3	2	2	8	8	4	4	2	2	3	3	17	17
Reference Skills									5	5	4	4	3	3	2	2	14	14	4	4	3	3			21	21
TOTALS	1	1	2	2	4	4	4	4	22	22	25	25	28	28	23	23	109	109	31	31	30	33	19	17	189	190

COMMUNICATION SKILLS

Instructional Booklets

	A		B		C		D		E		F		G		H		Totals A-H		I		J		K		Totals A-K		Totals Per Area	
	Skill No	No of Pgs	Skill No	No of Pgs	Skill No	No of Pgs	Skill No	No of Pgs	Skill No	No of Pgs	Skill No	No of Pgs	Skill No	No of Pgs	Skill No	No of Pgs	No of Skills	No of Pgs	Skill No	No of Pgs	Skill No	No of Pgs	Skill No	No of Pgs	No of Skills	No of Pgs	Booklets	Pages
PHONIC ANALYSIS (PA)	1	7	1	12	1	10	1	8									1	37							4	37		
	2	7	2	11	2	11	2	11									4	44							4	44		
	3	20	3	11	3	14	3	12									4	57							4	57		
	4	6	4	12	4	12	4	13									4	43							4	43		
							5	13									1	13							1	13		
							6	13									1	13							1	13	18	207
STRUCTURAL ANALYSIS (SA)									1	13	1	18	1	13	1	13	4	57	1	11	1	22	1	19	7	109		
									2	18	2	13	2	13	2	16	4	60	2	10	2	8	2	11	7	89		
									3	13	3	14	3	12	3	9	4	48	3	12	3	17	3	15	7	92		
											4	13					1	13			4	18	4	17	3	48	24	338
VOCABULARY DEVELOPMENT (VD)									1	14	1	12	1	14	1	11	4	51	1	25	1	10	1	16	7	102		
									2	17	2	11	2	11	2	11	4	50	2	15	2	14	2	9	7	99		
									3	12							1	12							1	12	15	202
LITERAL COMPREHENSION (LC)									1	15	1	18	1	14	1	10	4	57	1	19			1	17	6	92		
									2	12	2	17	2	14	2	9	4	52	2	13	2	48	2	5	7	118		
									3	14	3	13	3	10	3	10	4	47					3	5	5	52		
											4	12	4	16			2	28			4	4			3	32	21	294
INTERPRETATIVE COMPREHENSION (IC)									1	10	1	11	1	14	1	13	4	48	1	14	1	12	1	14	7	88		
									2	11	2	11	2	10	2	14	4	46	2	13	2	12	2	19	7	90		
									3	9	3	12	3	13	3	13	4	47	3	23	3	18	3	27	7	115		
									4	13			4	15	4	12	3	40	4	16	4	17			5	73		
													5	16			1	16							1	16	27	382
EVALUATIVE COMPREHENSION (EC)									1	15	1	16	1	16	1	12	4	59	1	15	1	18	1	13	7	105		
									2	14	2	16	1	16	2	14	4	60	2	11	2	14	2	21	7	105		
													3	17	3	12	2	29	3	11	3	15	3	13	6	68		
													4	15			1	15	4	11	4	13	4	8	4	47	23	325
LIBRARY SKILLS (LS)									1	11	1	9	1	11	1	16	4	47	1	8	1	8			6	63		
									2	9	2	9	2	10	2	15	4	43	2	9	2	7			6	59		
									3	12			3	14	3	10	3	36	3	7	3	15			5	58		
															4	9	1	9	4	10	4	13			3	32	20	212
ORGANIZATIONAL SKILLS (OS)											1	9	1	14	1	14	3	37	1	12	1	18	1	11	6	78		
											2	10	2	13	2	16	3	39	2	30	2	15	2	11	5	95		
											3	12	3	11			2	23			3	9	3	8	4	44		
																					4	12			1	12	18	229
REFERENCE SKILLS (RS)									1	9	1	12	1	11	1	9	4	41	1	14	1	15	1	17	7	87		
									2	10	2	13	2	16	2	10	4	49	2	9	2	10	2	19	7	87		
									3	11	3	12	3	12			3	35	3	23	3	9			6	67		
									4	10	4	12					2	22	4	12					3	34		
									5	10							1	10							1	10	23	285
TOTALS	4	40	4	48	4	47	6	72	23	282	24	304	27	361	23	278	118	1432	25	362	27	391	21	295	188	2470	188	2470

Research Requirements

It will be appreciated if program participants will note any instance of error or inadequacy of the materials. Note problems on the Error and Problem Report Form (copy on page 23)

Entrance Profiles will constitute the basal achievement level from which point gain will be measured. Entrance Profiles are to be sent to RBS as soon as possible. (Copy of Entrance Profiles on pages 4 and 5.

Periodic Profile Reports are to be sent to RBS at the end of every 30 hours of ILA class time. (Copy on page 24). The teacher fills in only the level (for each area) in which the student is now placed; i.e., working in, or will work in when he next gets to that area. The only other information requested is that of the particular report period number.

In order to control for intervening variables, and to permit correlations between them and gain in the program, the following information will also be sent to RBS.

1. Type of Field Test Site (page 25)
2. Teacher Biographical Data (page 26)
3. Student Biographical Data (page 27)
4. Reason for Student Termination (page 29)

ILA: ERROR (AND PROBLEM) REPORT FORM

1. Center Name _____

2. Name of Reporter: _____

   a._____student

   b._____teacher

3. Subject:

   a._____Mathematics

   b._____Communications Skills

.....
.....

4. Entrance Tests

   a._____Mathematics: _____Level; _____Area; ____Page

   b._____Communications Skills;_____Level; _____Area; ____Page

.....
.....

5. Skill Books

(Fill in)	(check if applicable)
a._____Level	e._____Pretest
b._____Area	f._____Posttest
c._____Skill Number	g._____Skill Test I
d._____Page Number	h._____Skill Test II

.....
.....

6. Describe error or problem:_____

_____

_____

_____

_____

_____

_____

_____

_____

RES, Inc.

ILA

PERIODIC PROFILE RECORD

Student ID Label
(paste here)

Report Period Number
(please circle)

02 03 04 05 06 07 08 09

ILA MATHEMATICS

Area	Level in which Student is now Placed		
Numeration			
Place Value			
Addition			
Subtraction			
Multiplication			
Division			
Combination of Processes			
Fractions			
Money			
Time			
Systems of Measurement			
Geometry			

ILA COMMUNICATIONS SKILLS

Area	Level in which Student is now Placed		
Phonic Analysis			
Structural Analysis			
Vocabulary Development			
Literal Comprehension			
Interpretive Comprehension			
Evaluative Comprehension			
Library Skills			
Organizational Skills			
Reference Skills			

RBS,Ir

DESCRIPTION OF ILA

FIELD TEST SITES

1. Name of Site: _____

2. Mailing Address: _____

_____

3. Street Address (if different): _____

_____

4. Name of ILA Coordinator: _____

   a. Telephone Number: _____

   b. Hours Available: _____

---

5. Number of Teachers in the ILA Program: _____

6. Number of Classes in the ILA Program: _____

7. Time, Days of ILA Classes: _____

8. Hours of ILA per Week per Student: _____

   a. Will students be permitted to work at home? _____

   b. Any limits to amount? _____

---

9. Description of Area (urban, rural....): _____

_____

_____

10. Description of Students (age group, socio-cultural-economic, reasons for attendance, etc.) _____

_____

_____

11. Description of Site and of ILA Classroom Locations): _____

_____

_____

---

12. What is the best way to get to the site from Philadelphia? _____

_____

_____

13. Where is the best, most convenient place to stay on site visits? _____

_____

_____

14. Dates of Training Sessions: _____ No. Participants: _____

ILA

TEACHER BIOGRAPHICAL INFORMATION

1. Name of State: _____

2. Name of Center: _____

3. Name of Teacher: _____

4. Sex:

(1) ___ Male
(2) ___ Female

5. Age Group:

(1) ___ 20-29 years
(2) ___ 30-39 years
(3) ___ 40-49 years
(4) ___ 50-59 years
(5) ___ 60 years or over

6. Race: _____

7. Educational Background:

(1) ___ below BA
(2) ___ BA
(3) ___ MA
(4) ___ above MA

8. Teaching Experience at Center:

(1) ___ 0-1 year
(2) ___ 1-2 years
(3) ___ 2-3 years
(4) ___ 3-4 years
(5) ___ 4-8 years
(6) ___ 8-12 years
(7) ___ 12-16 years
(8) ___ more than 16 years

9. Teaching Experience in Adult Educ.

(1) ___ 0-1 year
(2) ___ 1-2 years
(3) ___ 2-3 years
(4) ___ 3-4 years
(5) ___ 4-8 years
(6) ___ 8-12 years
(7) ___ 12-16 years
(8) ___ more than 16 years

10. Teaching Experience

(1) ___ 0-1 year
(2) ___ 1-2 years
(3) ___ 2-3 years
(4) ___ 3-4 years
(5) ___ 4-8 years
(6) ___ 8-12 years
(7) ___ 12-16 years
(8) ___ more than 16 years

11. How many times a week does each class group attend the Center?

(1) ___ 1
(2) ___ 2
(3) ___ 3
(4) ___ 4
(5) ___ 5
(6) ___ 6

12. How many class groups are you presently teaching?

(1) ___ 1
(2) ___ 2
(3) ___ 3
(4) ___ 4
(5) ___ 5
(6) ___ 6
(7) ___ 7 or more

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
BUDGET BUREAU NO. 51-R0781

U.S. OE CONTRACT OR GRANT NUMBER

FISCAL YEAR OF AWARD

SPECIAL EXPERIMENTAL DEMONSTRATION PROJECT
ADULT EDUCATION ACT OF 1966, Section 309(b), Title III, P.L. 89-750
PARTICIPANT INFORMATION

The teacher, counselor, or other staff member will interview and fill out this form for each participant of an Adult Basic Education Special Experimental Demonstration Project which is supported by the Office of Education under authority of Section 309(b) of the Adult Education Act of 1966 *(Title III, P.L. 89-750)*. Within two weeks after the participant enrolls in the project, the project director will forward this form to: DHEW/U. S. Office of Education, Bureau of Adult, Vocational, and Technical Education, Washington, D.C. 20202.

PART I – PARTICIPANT DATA

1. NAME OF PARTICIPANT *(Print or type)*

1a. ADDRESS *(Number, street, city, State and ZIP code)*

2. SOCIAL SECURITY NUMBER

3. SEX
A. ☐ MALE B. ☐ FEMALE

1b. COUNTY

1c. CONGRESSIONAL DISTRICT

4. DATE OF BIRTH
MONTH | YEAR

5. U.S. CITIZEN
A. ☐ YES B. ☐ NO

6. MILITARY SERVICE *(If veteran, give discharge date)*
A. ☐ VETERAN A(1) DISCHARGE DATE: _____
B. ☐ REJECTEE C. ☐ OTHER NON-VET

7. MARITAL STATUS
A. ☐ NEVER MARRIED
B. ☐ MARRIED C. ☐ WIDOW/WIDOWER
D. ☐ DIVORCED/LEGALLY SEPARATED

8. HEAD OF FAMILY OR HOUSEHOLD
A. ☐ YES B. ☐ NO

9. PRIMARY WAGE EARNER
A. ☐ YES B. ☐ NO

10. IS ENGLISH THE PRIMARY LANGUAGE SPOKEN IN THE HOME
A. ☐ YES B. ☐ NO

11. LANGUAGE REGULARLY SPOKEN IN THE HOME *(Other than English)*

12. UNEMPLOYED INSURANCE CLAIMANT *(Check one)*
A. ☐ YES B. ☐ NO C. ☐ EX-HAUSTEE

13. PUBLIC ASSISTANCE RECIPIENT
A. ☐ YES B. ☐ NO

14. RACE *(Check one)*
A. ☐ WHITE
B. ☐ NEGRO
C. ☐ AMERICAN INDIAN
D. ☐ ORIENTAL
E. ☐ OTHER

15. IF SPANISH SURNAME *(Check one)*
A. ☐ CUBAN
B. ☐ MEXICAN-AMERICAN
C. ☐ PUERTO RICAN
D. ☐ OTHER

16. NUMBER OF DEPENDENTS
A. ☐ 0 D. ☐ 3 G. ☐ 6 AND OVER
B. ☐ 1 E. ☐ 4
C. ☐ 2 F. ☐ 5

17. HANDICAPPED
A. ☐ YES B. ☐ NO

18. HIGHEST GRADE LEVEL COMPLETED IN SCHOOL

19. PREVIOUS JOB TRAINING
A. ☐ YES B. ☐ NO *(If "YES", complete No. 20 and 20A)*

20. JOB TITLE

20A. DATE COMPLETED
MONTH | YEAR

21. PRIMARY OCCUPATION TITLE *(Give specific job designation, such as freight handler, salad girl, etc.)*

22. OCCUPATION TITLE OF LAST FULL-TIME CIVILIAN JOB

23. PARTICIPATION IN OTHER PROGRAMS
☐ A. NONE
☐ B. PARTICIPATED IN *(Check all relevant items)*
☐ (1) WORK EXPERIENCE
☐ (2) ADULT VOCATIONAL
☐ (3) MILITARY OCCUPATIONAL
☐ (4) MANPOWER DEVELOPMENT
☐ (5) ON-THE-JOB TRAINING
☐ (6) ADULT BASIC

24. HAVE YOU EVER BEEN EMPLOYED FULL TIME *(at least 32 hours a week)* CONTINUOUSLY FOR A SIX-MONTH PERIOD?
A. ☐ YES B. ☐ NO

25. CURRENT WORK STATUS *(Check one)*
☐ (1) EMPLOYED FULL TIME *(at least 32 hours a week)*
☐ (2) EMPLOYED PART TIME *(less than 32 hours a week)*
☐ (3) UNEMPLOYED BUT SEEKING WORK
☐ (4) NOT IN LABOR FORCE

26. IF NOT EMPLOYED FULL TIME, GIVE PRIMARY REASON *(Check one)*
☐ (1) UNABLE TO FIND WORK
☐ (2) KEEPING HOUSE
☐ (3) IN SCHOOL
☐ (4) RETIRED
☐ (5) NOT SEEKING WORK
☐ (6) HEALTH PROBLEM
☐ (7) TRANSPORTATION PROBLEM
☐ (8) LACKS EDUCATION, TRAINING SKILL, EXPERIENCE, OR HAS OBSOLETE SKILL
☐ (9) CHILD CARE PROBLEM
☐ (10) CARE OF OTHER FAMILY MEMBER
☐ (11) CONVICTION RECORD
☐ (12) OTHER *(Specify)*

OE FORM 3121-3, 3/70

27. YEARS OF GAINFUL EMPLOYMENT	28. ESTIMATED AVERAGE HOURLY EARNINGS ON LAST FULL-TIME CIVILIAN JOB	29. INCOME	
(1) ☐ UNDER 1 YEAR (3) ☐ 3 - 9 YEARS ☐ 1 - 2 YEARS (4) ☐ 10 YEARS AND OVER	$	(1) PARTICIPANT'S ESTIMATED EARNINGS FOR LAST 12 MONTHS	$
		(2) ESTIMATED FAMILY INCOME FOR LAST 12 MONTHS	$

30. REFERRED TO PROJECT BY		31. REASON FOR PARTICIPATION
☐ (1) JOB CORPS	☐ (6) ABE RECRUITER OR COUNSELOR	☐ (1) TO GET A JOB
☐ (2) UNION	☐ (7) RADIO, TV, OR NEWSPAPER	☐ (2) TO GET A BETTER JOB
☐ (3) EMPLOYER	☐ (8) ANOTHER STUDENT	☐ (3) FOR EDUCATION OR SELF-IMPROVEMENT
☐ (4) CHURCH	☐ (9) OTHER *(Specify)*	☐ (4) OTHER *(Specify)*
☐ (5) WELFARE		

PART II - AUTHENTICATION

1. NAME OF CONTRACTOR OR GRANTEE	ADDRESS *(Number, street, city, State, ZIP code)*
2. NAME OF PROJECT	LOCATION OF PROJECT *(address)*

3. DURATION OF PROJECT	4. NAME OF PROJECT DIRECTOR *(Print or type)*	DATE
FROM	SIGNATURE OF PROJECT DIRECTOR	

5. TITLE OF INTERVIEWER	SIGNATURE OF INTERVIEWER *(If different from Project Director)*	DATE *(Mo., Day, Year)*

GPO 892-330

ILA: TERMINATION FORM

STUDENT ID LABEL

(paste here)

Date of Student's Last ILA Class: _____

Reason Given for Dropping Out of ILA Program:

1._____completion of the ILA program

2._____illness

3._____change to (interference from) other education programs

4._____moved from area

5._____job interference

6._____dropped-out (no particular reason)

7._____other _____

_____

_____

_____

_____

RBS, Inc.

Collection procedure will be:

Upon completion of the ILA Mathematics and Communications Skills Entrance Tests, each teacher will be asked to send RBS the following:

ILA Mathematics Entrance Profile

ILA Communications Skills Entrance Profile

Student Biographical Form (O.E. Participant Information Form)

These three pages per student are to be sent together. The Teacher Biographical Form is also to be sent in at this time.

The Mathematics and Communications Skills Entrance Profiles will be checked for accuracy, and any errors will be reported back to the Sites for correction.

Termination Forms for students leaving the program are to be sent to RBS, and the difference between Month of Entry into the program and Month of Termination will provide the measure of "length of time in the program". The reasons for termination, as listed on the Form, will provide a means of quantifying the rate and causes of drop-outs.

Teachers in the various field-test sites will be asked to treat in-coming students in the same way as those participating at the start. That is, immediately after completion of the ILA Entrance Tests, the ILA Mathematics and Communications Skills Entrance Profiles and the Participant Information Form are to be sent to RBS. The new students can thus be incl[illegible] frequency distributions for that month.

ERIC Clearinghouse
MAR 14 1972
on Adult Education